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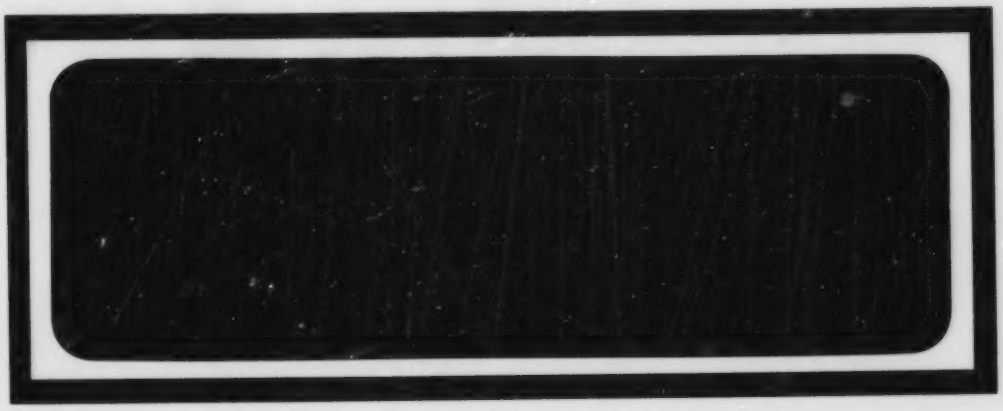

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Readiness to Learn, Child Development and Learning Outcomes: Potential Measures of Readiness to Learn

T-98-4E.b

by
The Applied Research Branch

September 1998

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Abstract

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In September of 1997, the Speech from the Throne stated the Canadian government's intention "to measure and report on the readiness to learn of Canadian children so that we can assess our progress made in providing our children with the best possible start." The Applied Research Branch (ARB) of Human Resources Development Canada is developing a program of research to study child development and learning using the National Longitudinal Survey of Children and Youth. Existing research tends to be restricted to specific cognitive and linguistic abilities thought to be indicative of readiness for school. Readiness to learn, however, is a much broader concept, encompassing learning in formal and informal settings. Its dimensions include learning outcomes, what the child brings to learning, and the child's life experiences. The focus of the ARB program will be on the child and the way the child learns, in the context of child development.

This document, with the overall title, Readiness to Learn, Child Development and Learning Outcomes, published in two volumes (as follows), forms the basis for the Applied Research Branch program on readiness to learn.

Readiness to Learn, Child Development and Learning Outcomes

T-98-4E.a: Background

T-98-4E.b: Potential Measures of Readiness to Learn

The first volume is divided into three parts. Part I, the "Annotated Bibliography," focuses on the definition of readiness to learn as well as conceptual models. Other relevant materials discovered during the literature search are also listed and include indicators of readiness, environmental influences, assessments, solutions, and early childhood programming.

The second part of *Background*, titled "Issues for the Development of the Measurement Instruments," examines the relevant issues from the perspective of ARB's needs. The objective of the study is the gathering of data, empirical evidence, and information for public policy development in support of ensuring that children are ready to learn and become learners for optimum human development. Part II addresses separately the interrelated issues of policy development and data collection. Policy development issues include the goal and focus of the program, the ambiguity of certain terms and concepts along with competing theories, learning outcomes, and requirements for evidence-based policy for human development. Policy development issues also cover age-appropriate measurements and cultural and intellectual diversity. This "Issues" section points out the need to focus on all Canadian children rather than just those at risk or experiencing difficulties. Data collection issues involve the consideration of a specific or inclusive model, longitudinal data collection, data sources and instruments, accuracy of measures, use of proxies, comparability of data and potential data on learning disorders.

Part III, "The Framework for Data Collection and Research on Child Development and Learning," was developed to guide the data, research and policy strategy for ARB. This discussion attempts to resolve several issues raised previously and to suggest a model for data collection and research. ARB's policy objectives for the work on readiness to learn are outlined: they include monitoring the status of readiness to learn, and providing knowledge through empirical research for appropriate policy intervention in support of learning and human development. Learning is broadly defined and the focus is on how each child learns, in the context of development. ARB's strategy for research on child development and learning is discussed.

The companion volume to the three-part *Background*, called *Potential Measures of Readiness to Learn* (T-98-4E.b), is a chart of possible assessments of children based on the framework. It is designed to be a starting point for the consideration of measures of readiness to learn within the context of the existing National Longitudinal Survey of Children and Youth. The focus of the chart is on direct child measures of development and learning outcomes. Measures of the child's family, school and community will be considered separately.

Résumé

En septembre 1997, le discours du Trône annonçait que le gouvernement canadien «mesurera la maturité scolaire de nos enfants et fera des rapports périodiques qui permettront d'évaluer les progrès accomplis pour leur donner les meilleures chances de départ dans la vie». La Direction générale de la recherche appliquée (DGRA) de Développement des ressources humaines Canada élabore actuellement un programme de recherche dont l'objectif est d'étudier le développement des enfants et l'apprentissage chez ces derniers, d'après l'Enquête longitudinale nationale sur les enfants et les jeunes. Les études existantes tendent à se limiter à des aptitudes cognitives et linguistiques particulières qui sont considérées comme des indicateurs de la préparation à l'école. Toutefois, la maturité scolaire est un concept beaucoup plus vaste, qui englobe l'apprentissage dans des cadres structurés ou pas. Ses dimensions comprennent les résultats de l'apprentissage, ce que l'enfant apporte à l'apprentissage, de même que les expériences de vie de l'enfant. Le programme de la DGRA sera axé sur l'enfant et la façon dont il apprend, dans le contexte de son développement.

Le document de recherche intitulé «Readiness to Learn, Child Development and Learning Outcomes», publié en deux volumes (dont les titres suivent), sert de base au programme de la Direction générale de la recherche appliquée sur la maturité scolaire.

> Readiness to Learn, Child Development and Learning Outcomes (document sur la maturité scolaire, le développement des enfants et les résultats de l'apprentissage)
>
> T-98-4E.a : Background (volume sur le contexte)
>
> T-98-4E.b : Potential Measures of Readiness to Learn (volume sur les mesures possibles de la maturité scolaire)

Le premier volume est divisé en trois parties. La première partie, soit la bibliographie annotée, est axée sur la définition de la maturité scolaire et sur les modèles conceptuels. On y énumère aussi d'autres ouvrages pertinents relevés au cours de la recherche documentaire, qui portent notamment sur les indicateurs de la maturité, les facteurs environnementaux d'influence, les évaluations, les solutions et les programmes de la petite enfance.

La deuxième partie du premier volume traite des questions relatives à l'élaboration des instruments de mesure, du point de vue des besoins de la DGRA. L'étude a pour objet la collecte de données, de preuves empiriques et de renseignements à partir desquels élaborer des politiques publiques qui contribuent à faire en sorte que les enfants soient prêts à apprendre et que leur apprentissage favorise un développement humain optimal. Cette deuxième partie est divisée en deux sections consacrées aux questions interreliées touchant l'élaboration des politiques et la collecte des données. Au nombre des questions relatives à l'élaboration des politiques figurent le but et l'orientation du programme, l'ambiguïté de certains termes et concepts, de même que les théories contradictoires, les résultats de l'apprentissage et le besoin de politiques sur le développement humain fondées sur des données probantes. Elles englobent aussi des mesures en fonction de l'âge, de même que la diversité culturelle et intellectuelle. La section des questions fait ressortir la nécessité de mettre l'accent sur tous les enfants canadiens et non simplement ceux qui présentent des risques ou qui éprouvent des difficultés. Les questions relatives à la collecte des données comprennent l'examen d'un modèle restreint ou intégré, la collecte de données longitudinales, les sources de données et les instruments de collecte, l'exactitude des mesures, l'utilisation d'approximations, la comparabilité des données et des données éventuelles sur les troubles d'apprentissage.

La troisième partie, soit le cadre de collecte des données et de recherche, a pour but d'orienter la stratégie de la DGRA en ce qui a trait aux données, à la recherche et à l'élaboration de politiques. On tente de régler plusieurs questions soulevées précédemment et on suggère un modèle de collecte des données et de recherche. Les objectifs stratégiques des travaux de la DGRA sur la maturité scolaire sont énoncés : suivre de près l'état de la maturité scolaire et, par des études empiriques, apporter des connaissances en vue d'interventions stratégiques appropriées favorisant l'apprentissage et le développement humain. Une définition générale de l'apprentissage est donnée, et l'accent est mis sur la façon dont chaque enfant apprend, dans le contexte du développement. Il est question de la stratégie de recherche de la DGRA sur le développement des enfants et l'apprentissage chez ces derniers.

Le premier volume en trois parties est accompagné d'un second volume (T-98-4E.b), qui présente sous forme de tableau des évaluations possibles des enfants d'après le cadre de collecte des données et de recherche. Ce tableau se veut le point de départ de l'examen des mesures de la maturité scolaire dans le contexte de l'actuelle Enquête longitudinale nationale sur les enfants et les jeunes. Ce tableau est axé sur des mesures directes du développement des enfants et des résultats de leur apprentissage. Les mesures relatives à la famille, à l'école et à la collectivité de l'enfant seront examinées séparément.

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Introduction

This chart of measures of child development and learning outcomes is an attempt to present descriptive information about measures that have been used to assess some aspect(s) of readiness to learn. Many of the instruments are from the citations in the Applied Research Branch (ARB) document T-98-4E.a, *Readiness to Learn, Child Development and Learning Outcomes: Background* (Part I, An Annotated Bibliography). The chart has been produced as a starting point for considering possible measures of readiness in the context of the National Longitudinal Survey of Children and Youth. It should be noted that the chart focuses on measures of development and learning and not life experiences. The NLSCY includes many measures of the child's family and school environment that will have to be assessed in the context of learning.

The chart provides descriptions of each measure, with an effort to classify domains covered according to the data collection and research framework. The descriptions are largely from *Tests: A comprehensive reference for assessments in psychology, education and business (fourth edition)*. Some material has been included from *the Mental Measurements Yearbook, (thirteenth (1998) and eleventh (1992))*, and from the *NLSCY Child Handbook, 1989*.

The framework components included are:

- Physical Health and Motor Development
- Emotional Health
- Social Knowledge and Competence
- Language Skills
- Cognitive Development
- General Knowledge
- Learning Processes
- Life Experiences

Measures are organized by age – one-year-olds, threes, fives, sevens and nines. Those with applicability to several ages are included for each age. Measures are identified as direct assessment, direct observation, parent report, teacher report and child complete. Time to complete is also included. Comments include purpose, administration, and other pertinent information if available.

Table 1: Potential Measures of Readiness to Learn—Child Development and Learning Outcomes, One-Year-Olds

One-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Battelle Developmental Inventory (BDI) (1984)	Direct Assessment, Direct Observation and Parent Report	***Motor*** -muscle control -body coordination -locomotion -fine muscle -perceptual motor		***Adaptive Behaviour*** -attention -eating -dressing -personal responsibility -toileting ***Personal-Social*** -adult interaction -expression of feelings/affect -self-concept -peer interaction -coping -social role	***Communication*** -receptive -expressive	***Cognitive*** -perceptual discrimination -memory -reasoning and academic skills -conceptual development				1-2 hours (complete) (341 items) 10-30 minutes (screener) (96 items)	Ages: 0 to 8 years. Purpose: evaluates development, screens and diagnoses developmental strengths and weaknesses. Administration: individual, trained professional
Bayley Scales of Infant Development, Second Edition (BSID-II, 1969, revised 1993)	Direct Assessment and Direct Observation	***Motor Scale*** -body control -fine motor skills -movement -posture	See Behaviour Rating		***Mental Scale*** -sensory/ perceptual -object constancy -memory -learning -problem solving -vocalization -beginning verbal communication -basis of abstract thinking -habituation -mental mapping -complex language -mathematical concept formation	Same as previous column				25-35 minutes	Ages: 1 month to 42 months. Purpose: assesses current developmental functioning. Administration: individual administration by trained professional. Also includes Behaviour Rating Scale: -attention arousal -orientation/engagement -emotional regulation -motor quality

One-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Child Development Inventory (formerly Minnesota Child Development Inventory, 1968-1992)	Parent Report	-fine motor scale -gross motor scale -health and growth problem items		-social scale -self-help scale	-language comprehension scale -expressive language scale -letters scale	-numbers scale					Ages: 1:3 to 6:3 years Purpose: involves parents in collecting information to identify and assess children for developmental problems. CDI developed in 1992 to replace MCDI. Produces General Development Score and checklist of problems.
Denver II **(1989)**	Direct Assessment	-fine and gross motor skills		-personal-social abilities	-adaptive language abilities					10-20 minutes	Ages: 0 to 6 years Purpose: assesses abilities as a means of identifying possible problems and screening for further evaluation. Administration: individual, examiner. Also Denver Developmental Screening Test which covers same domains via questions to the parent and the child performing tasks.
Home Observation for Measurement of the Environment (HOME-SF) (1984)	Parent Report and Direct Observation								-maternal emotional and verbal responsivity -maternal acceptance of child behaviour -materials for learning -organization of the environment -maternal involvement -variety of stimulation		Ages: 0 to 6+ years Purpose: measures quality of the child's home environment Short form was developed for use in the US National Longitudinal Survey of Youth. HOME predicts later cognitive, social and physical development.

One-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
MacArthur Communicative Development Inventories	Parent Report				-words and gestures (8-16 month olds) -words and sentences (16-30 month olds)					20-30 minutes	Ages: 8 to 30 months Purpose: provides general index of overall language competence and indices of specific language skills (comprehension, production, gesturing, morphology, syntax). Administration: Easy to administer and score, norm referenced.
Motor and Social Development Scale (MSD)	Parent Report	Motor		Social		Cognitive				15 items each age group	Ages: 0 to 47 months Purpose: assesses motor, social and cognitive development. Is part of NLSCY and NLSY. Produces a general measure of development; generally identifies motor delay for younger children. Purports to measure motor, social and cognitive skills.
Mullen Scales of Early Learning: AGS Edition (1995)	Direct Assessment	-fine motor scale			-receptive language scale -expressive language scale	-visual reception scale				15-30 minutes	Ages: 0 to 68 months Purpose: assesses learning styles, cognitive strengths and weaknesses; used to develop individualized program plans. Administration: comprehensive scale of cognitive functioning in multiple domains. Items are performance based, involving the child in a variety of activities.

One-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Vineland Adaptive Behaviour Scales (VABS) (1984, 1985)	Parent, care-giver report Teacher Report	Motor skills -fine and gross motor		-daily living skills -socialization	-communication					60-90 minutes (expanded form), 20-60 minutes (survey form), 20 minutes (classroom edition).	Ages: 0 to 18:1 years (and low-functioning adults) Purpose: assesses personal and social adaptability; assesses individuals with mental retardation or those having difficulty performing in test situations. Administration: parent/ caregiver interviews, teacher questionnaires
Vineland Screener	Parent, care-giver report Teacher report	Motor skills		-daily living skills -socialization	-communication					15-20 minutes	Ages: 0 to 18:11 years Purpose: shorter research version of the VABS.

Table 2: Potential Measures of Readiness to Learn—Child Development and Learning Outcomes, Three-Year-Olds

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
AGS Early Screening Profiles (ESP) (1990)	Direct Assessment	***Motor profile*** -gross motor -fine motor			***Cognitive/ Language Profile*** Language subscales -verbal concepts -basic school skills Articulation Survey	***Cognitive/ Language Profile*** Cognitive subscale -visual discrimination -logical relations				15-30 minutes	Ages: 2:0 to 6:11 years Purpose: screening provides measure of developmental progression. Administration: individually trained professional Direct observation of motor and cognitive/language skills comprise the behaviour survey. The self-help social profile consists of parent and teacher reports on motor, socialization, daily living and communication skills.
	Direct Observation	Motor Skills			Communication	Cognitive					
	Parent and Teacher Report	Motor Skills		Socialization Daily Living Skills	Communication						
	Parent Report	Health History							Home Survey		
Battelle Developmental Inventory (BDI) (1984)	Direct Assessment, Direct Observation and Parent Report	***Motor*** -muscle control -body coordination -locomotion -fine muscle -perceptual motor		***Adaptive Behaviour*** -attention -eating -dressing -personal responsibility -toileting ***Personal-Social*** -adult interaction -expression of feelings/affect -self-concept -peer interaction -coping -social role	***Communication*** -receptive -expressive	***Cognitive*** -perceptual discrimination -memory -reasoning and academic skills -conceptual development				1-2 hours (complete) (341 items) 10-30 minutes (screener) (96 items)	Ages: 0 to 8 years. Purpose: evaluates development, screens and diagnoses developmental strengths and weaknesses. Administration: individual; trained professional.

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Bayley Scales of Infant Development, Second Edition (BSID-II, 1969, revised 1993)	Direct Assessment and Direct Observation	***Motor Scale*** -body control -fine motor skills -movement -posture	See Behaviour Rating		***Mental Scale*** -sensory/ perceptual -object constancy -memory -learning -problem solving -vocalization -beginning verbal communication -basis of abstract thinking -habituation -mental mapping -complex language -mathematical concept formation	Same as previous column				25-35 minutes up to 60 minutes.	Ages: 1 month to 42 months Purpose: assesses current developmental functioning. Administration: individual administration by trained professional. Also includes Behaviour Rating Scale: -attention arousal -orientation/engagement -emotional regulation -motor quality
Bender Visual Motor Gestalt Test (1938)	Direct Assessment	-visual-motor integration								5-10 minutes	Ages: 3 to adult Purpose: assess visual-motor functions; also evaluates perceptual maturity, possible neurological impairment, and emotional adjustment. Administration: Geometric shapes copied by child.
Brigance Preschool Screen (1938)	Direct Assessment and Direct Observation	Gross and visual motor skills			-repeat sentences -provide personal data -picture vocabulary -use plurals	Number concepts	Identification of body parts and colours -explain use of objects			Approx. 12 minutes	Ages: 3 to 4 years Purpose: evaluates basic developmental and readiness skills of children; used for program planning, placement and special service referrals. Administration: individual, examiner

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Checklist of Progress in Reading and Checklist of Progress in Mathematics	Teacher Report				-reading skill	-mathematics skill					Ages: Preschool to year 2 (Australia) Purpose: provides teacher assessment of early reading and mathematics skills to complement standardized tests. Administration: individual or group
Child Development Inventory (formerly Minnesota Child Development Inventory, 1968-1992)	Parent Report	-fine motor scale -gross motor scale -health and growth problem items		-social scale -self-help scale	-language comprehension scale -expressive language scale -letters scale	-numbers scale					Ages: 1:3 to 6:3 years. Purpose: involves parents in collecting information to identify and assess children for developmental problems. CDI developed in 1992 to replace MCDI. Produces General Development Score and checklist of problems.
Denver II (1989)	Direct Assessment	-fine and gross motor skills		-personal-social abilities	-adaptive language abilities					10-20 minutes	Ages: 0 to 6 years Purpose: assesses abilities as a means of identifying possible problems and screening for further evaluation. Administration: individual, examiner Also Denver Developmental Screening Test which covers same domains via questions to the parent and the child performing tasks.

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Developmental Indicators for the Assessment of Learning – Revised (DIAL-R) (1990)	Direct Assessment	Motor	Social/ emotional checklist	Social/emotional checklist	Language	Concepts				20-30 minutes (complete), 5-8 minutes (each subtest)	Ages: 2 to 5:11 years Purpose: screening to identify children in need of further diagnostic assessment. Administration: Individual administration – station format; team of professionals, paraprofessionals.
Early Screening Inventory (ESI) (1976-87)	Parent Report, Direct Assessment and Direct Observation		Visual and motor (adaptive) -gross motor/body awareness		Language	Cognition					Ages: 3 to 6 years Purpose: brief developmental screening instrument designed to identify children who may need special educational services in order to perform adequately in school. Should be used as part of a multi-dimensional approach.
Expressive One-Word Picture Vocabulary Test-Revised (EOWPVT-R) (1990).	Direct Assessment				Expressive vocabulary						Ages: 2 to 11:11 years Purpose: assesses expressive language skills. Children name drawings. Administration: individual, examiner. Similar administration to PPVT.

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Home Observation for Measurement of the Environment (HOME-SF) (1984)	Parent Report and Direct Observation								-maternal emotional and verbal responsivity -maternal acceptance of child behaviour -materials for learning -organization of the environment -maternal involvement -variety of stimulation		Ages: 0 to 6+ years Purpose: measures quality of the child's home environment Short form was developed for use in the US National Longitudinal Survey of Youth. HOME predicts later cognitive, social and physical development.
Kaufman Survey of Early Academic and Language Skills (K-SEALS) (1993)					-literacy articulation -expressive and receptive vocabulary	Numeracy				15-25 minutes	Ages: 3 to 6:11 years Purpose: measures language skills, pre-academic skills, and articulation. Administration: individual, examiner. Enhanced version of cognitive language profile in AGS Early Screening Profiles.
Kohn Problem Checklist (KPC)/ Kohn Social Competence Scale (KSC) – Research Edition (1979-1988)	Direct Observation			Social competence: cooperative-compliant vs. angry-defiant and interest-participation vs. apathetic-withdrawn Behaviour problems						5-10 minutes	Ages: 3 to 6 years Purpose: assesses presence or absence of behaviour problems and assesses social-emotional functioning of young children through the systematic observation of classroom behaviour. Administration: individual; examiner (1 or 2 teachers) Must register to use scale.

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
McCarthy Scales of Children's Abilities (1972)	Direct Assessment	Motor coordination scale -fine motor skills -gross motor skills			Verbal ability scale (expression and conceptualization)	Perceptual performance scale (non-verbal conceptualization and reasoning) Quantitative scale (numerical aptitude short-term memory scale)				45-60 minutes	Ages: 2:6 to 8:6 years Purpose: assesses intellectual and motor development; identifies children with a cognitive or motor delay, aids in planning interventions. Administration: individual, trained professional Items involve puzzles, toy-like materials and game-like tasks.
Motor and Social Development Scale (MSD)	Parent Report	Motor		Social		Cognitive				15 items each age group	Ages: 0 to 47 months Purpose: assesses motor, social and cognitive development. Is part of NLSCY and NLSY. Produces a general measure of development; generally identifies motor delay for younger children. Purports to measure motor, social and cognitive skills.
Mullen Scales of Early Learning: AGS Edition (1995)	Direct Assessment	-fine motor scale			-receptive language scale -expressive language scale	-visual reception scale				40-60 minutes	Ages: 0 to 68 months Purpose: assesses learning styles, cognitive strengths and weaknesses; used to develop individualized program plans. Administration: individual, examiner Comprehensive scale of cognitive functioning in multiple domains. Items are performance based, involving the child in a variety of activities.

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Peabody Picture Vocabulary Test- Revised (PPVT-R)	Direct Assessment				Receptive vocabulary					5-15 minutes	Ages: 2:6 to 85+ years Purpose: assesses receptive vocabulary Administration: individual, examiner Part of NLSCY for 4 to 6 year olds; administered in the home.
Pediatric Examination of Educational Readiness	Direct Assessment	Gross and fine motor skills Visual-motor skills	-behaviour	Social skills -behaviour	Speech and language skills						Ages: preschool Purpose: screening tool which assesses development, behaviour and health. Administration: individual, physician.
Preschool Development Inventory (PDI) (1984-1988) (formerly Minnesota Preschool Inventory)	Parent Report									15 minutes	Ages: 3 to 6 years Purpose: a brief screening inventory that helps identify children with developmental and other problems which may interfere with the child's ability to learn. 3 ratings: child description, special problems or handicaps, parent's questions or concerns.

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Social Skills Rating System (SSRS) (1990)	Child complete (from grade 3) Parent report Teacher Report			Social skills -cooperation -assertion -responsibility -empathy -self-control		Academic competence				15-25 minutes	Ages: preschool (age 3) to grade 12 Purpose: measures social competence and adaptive behaviour; assists professionals in screening and classifying children suspected of having significant social behaviour problems; aids in development of appropriate interventions.
Test of Early Mathematical Abilities (TEMA-2) (1990)						Mathematics				20-30 minutes	Ages: 3 to 8:11 years Purpose: assesses mathematical ability.
Test of Early Reading Abilities (TERA-2) (1981, 1989)	Child complete				-contextual meaning -alphabet knowledge -conventions of written language					15-30 minutes	Ages: 3 to 9:11 years Purpose: assesses reading ability; used to identify problems; document progress; conduct research; suggest instructional practices. Administration: individual; examiner must be competent in administration of educational, psychological and language tests. Paper/pencil test

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Vineland Adaptive Behaviour Scales (VABS) (1984, 1985)	Parent, care-giver report Teacher report	Motor skills (fine and gross motor)		-daily living skills -socialization	-communication					60-90 minutes (expanded form), 20-60 minutes (survey form), 20 minutes (classroom edition).	Ages: 0 to 18:1 years (and low-functioning adults). Purpose: assesses personal and social adaptability; assesses individuals with mental retardation or those having difficulty performing in test situations. Administration: parent/ caregiver interviews, teacher questionnaires
Vineland Screener	Parent, care-giver report Teacher report	Motor skills		-daily living skills -socialization	-communication					15-20 minutes	Ages: 0 to 18:11 years Purpose: shorter research version of the VABS.
Wechsler Preschool and Primary Scales of Intelligence – Revised (WPPSI-R) (1989)	Direct Assessment and Child Complete				-verbal -non-verbal	-intelectual abilities				75 minutes	Ages: 3 to 7:3 years Purpose: measures intellectual abilities (verbal and non-verbal) for diagnostic and placement purposes. Administration: individual, examiner (psychologist) Produces verbal, performance and full scale IQ's.

Three-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Who am I?	Direct Assessment				-ability to print -familiarity with letters -ability to construct a sentence	-number familiarity -ability to draw a person -ability to copy shapes				10-15 minutes	Ages: 3 to 7 years Purpose: designed by Australian Council for Educational Research to obtain a measure of developmental level on entry to school and for older ages to identify developmental delay. Administration: individual, examiner Instrument is quick and easy to administer, at a reasonable cost. Test involves copying geometric shapes, printing numbers, letters, words and sentences.
Woodcock Johnson Psycho-educational Battery – R (WJ-R) (1989)	Direct Assessment and Child Complete				Reading written language	Mathematics	Knowledge			30-40 minutes (cognitive battery) 50-60 minutes (achievement battery)	Ages: 2 years to adult Purpose: comprehensive assessment of achievement Administration: individual; examiner (psychologist)
Woodcock Johnson-Revised Tests of Cognitive Ability (WJ-R) (1989)	Direct Assessment and Child Complete				Oral language	-Long-term revival -short-term memory -processing speed -auditory processing -visual processing -comprehension/ knowledge -fluid reasoning				5 minutes per sub test (21 tests in complete battery) – 7 are standard, 14 are supplemental	Ages: 2 to 90+ years Purpose: assesses cognitive abilities, aptitudes and oral language. Administration: individuals, examiner

Table 3: Potential Measures of Readiness to Learn—Child Development and Learning Outcomes, Five-Year-Olds

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
AGS Early Screening Profiles (ESP) (1990)	Direct Assessment	***Motor profile*** -gross motor -fine motor			***Cognitive/ Language Profile*** Language subscales -verbal concepts -basic school skills **Articulation Survey**	***Cognitive/ Language Profile*** Cognitive subscale -visual discrimination -logical relations				15-30minutes	Ages: 2:0 to 6:11 years. Purpose: screening provides measure of developmental progression. Administration: individually trained professional Direct observation of motor and cognitive/language skills comprise the behaviour survey. The self-help social profile consists of parent and teacher reports on motor, socialization, daily living and communication skills.
	Direct Observation	Motor Skills			Communication	Cognitive					
	Parent and Teacher Report	Motor Skills		Socialization / Daily Living Skills	Communication						
	Parent Report	Health History							Home Survey		
Battelle Developmental Inventory (BDI) (1984)	Direct Assessment, Direct Observation, and Parent Report	***Motor*** -muscle control -body coordination -locomotion -fine muscle -perceptual motor		***Adaptive Behaviour*** -attention -eating -dressing -personal responsibility -toileting ***Personal-Social*** -adult interaction -expression of feelings/affect -self-concept -peer interaction -coping -social role	***Communication*** -receptive -expressive	***Cognitive*** -perceptual discrimination -memory -reasoning and academic skills -conceptual development				1-2 hours (complete) (341 items) 10-30 minute (screener) (96 items)	Ages: 0 to 8 years. Purpose: evaluates development, screens and diagnoses developmental strengths and weaknesses. Administration: individual, trained professional

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Behaviour Problems Index	Parent Report		-anxious/ depressed -immature dependency	-antisocial -headstrong -hyperactive -peer conflict/social withdrawal							Ages: 4+ years (for NLSY) Purpose: measures frequency, range and type of childhood behaviour problems. Used in US National Longitudinal Survey of Youth.
Bender Visual Motor Gestalt Test (1938)	Direct Assessment	-visual-motor integration								5-10 minutes	Ages: 3 to adult Purpose: assesses visual-motor functions; also evaluates perceptual maturity, possible neurological impairment, and emotional adjustment. Administration: Geometric shapes copied by child.
Berry Developmental Test of Visual-Motor Integration (1964, ...1981)	Direct Assessment	Visual-motor integration									Ages: 4 to 13 years Purpose: perceptual-motor assessment Administration: Geometric shapes copied.
Brigance K and 1 Screen-Revised (1992)	Direct Assessment, Direct Observation and Child Complete	Standing gross motor skills			Literacy (alphabet recitation and recognition) -picture vocabulary -provide personal data -print personal data -syntax, fluency	-Numeracy (counting) -colour recognition -visual discrimination -draw a person -auditory discrimination	Identification of body parts.			Approx. 12 minutes	Ages: Kindergarten, grade 1 Purpose: screens necessary skills for kindergarten and grade 1; identifies need for special services appropriate placement, assists in program planning. Administration: teacher/ examiner Criterion-referenced results used for program objectives for individual students.

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Bruininks-Oseretsky Test of Motor Proficiency (1978)	Direct Assessment	-gross motor composite -fine motor composite -general motor proficiency								45-60 minutes (complete) 15-20minutes (short form)	Ages: 4:6 to 14:6 years Purpose: assists in assessing motor skills, assessing dysfunction and delays. Administration: individual; trained professional
California Achievement Tests, Fifth Edition (CAT/S) (1992)	Child Complete				-reading -spelling -language	-mathematics	-science -social studies	-study skills		1.5 to 5.25 hours	Ages: kindergarten to grade 12 Purpose: assesses academic achievement in basic skills taught in schools. Administration: group administration, child completed Paper/pencil assessment; criterion-referenced, multiple choice. Survey version is shorter, used to get norm-referenced information about students.
Canadian Tests of Basic Skills: Primary Battery (CTBS), Levels 5-8, Form 7 (1989)	Child Complete				-listening -vocabulary -word analysis -language -reading	-mathematics		-work study		115-235 minutes depending on level	Ages: K:2 to grade 3:5 (other levels to end of high school) Purpose: assesses abilities in areas indicated. Administration: group administration, child completed Paper/pencil tests. Canadian adaptation of Iowa Tests of Basic Skills.
Canadian Cognitive Abilities Test: Primary Battery (CCAT) (1989)	Child Complete				-verbal skills -non-verbal skills	-quantitative skills					Ages: K:5 to grade 3 Purpose: assesses verbal, nonverbal and quantitative abilities. Administration: group Paper/pencil tests. Multiple choice

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Checklist of Progress in Reading and Checklist of Progress in Mathematics	Teacher Report				-reading skills	-math skills					Ages: Preschool to year 2 (Australia) Purpose: provides teacher assessment of early reading and mathematic skills to complement standardized tests. Administration: individual or group
Child Development Inventory (formerly Minnesota Child Development Inventory, 1968-1992)	Parent Report	-fine motor scale -gross motor scale -health and growth problem items		-social scale -self-help scale	-language comprehension scale -expressive language scale -letters scale	-numbers scale					Ages: 1:3 to 6:3 years Purpose: Involves parents in collecting information to identify and assess children for developmental problems. CDI developed in 1992 to replace MCDI. Produces General Development Score and checklist of problems.
Denver II (1989)	Direct Assessment	-fine and gross motor skills		-personal-social abilities	-adaptive language abilities					10-20 minutes	Ages: 0 to 6 years Purpose: assesses abilities as a means of identifying possible problems and screening for further evaluation. Administration: individual; examiner Also Denver Developmental Screening Test which covers same domains via questions to the parent and the child performing tasks.

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Developmental Indicators for the Assessment of Learning – Revised (DIAL-R) (1990)	Direct Assessment	Motor	Social/ emotional checklist	Social/emotional checklist	Language	Concepts				20-30 minutes (complete), 5-8 minutes (each subtest)	Ages: 2 to 5:11 years Purpose: screening to identify children in need of further diagnostic assessment. Administration: Individual administration – station format; team of professionals, paraprofessionals
Developmental Tasks for Kindergarten Readiness – II (1994)	Direct Assessment			Social interaction	-name printing -alphabet knowledge	-auditory sequencing -auditory association -colour naming -visual discrimination -visual memory -visual motor -relational concepts -number counting, use, naming	-body concepts/ awareness -body concepts/ use			20-30 minutes	Ages: 4:6 to 6:2 years Purpose: Assesses kindergarten performance Administration: individual; examiner
Early Screening Inventory (ESI) (1976-87)	Parent Report, Direct Assessment, and Direct Observation		Visual and motor (adaptive) -gross motor/body awareness		Language	Cognition					Ages: 3 to 6 years Purpose: brief developmental screening instrument designed to identify children who may need special educational services in order to perform adequately in school. Should be used as part of a multi-dimensional approach.

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Expressive One-Word Picture Vocabulary Test-Revised (EOWPVT-R) (1990).	Direct Assessment				Expressive vocabulary						Ages: 2 to 11:11 years Purpose: assesses expressive language skills. Children name drawings. Administration: individual, examiner. Similar administration to PPVT.
Home Observation for Measurement of the Environment (HOME-SF) (1984)	Parent Report and Direct Observation								-maternal emotional and verbal responsivity -maternal acceptance of child behaviour -materials for learning -organization of the environment -maternal involvement -variety of stimulation		Ages: 0 to 6+ years Purpose: measures quality of the child's home environment. Short form was developed for use in the US National Longitudinal Survey of Youth. HOME predicts later cognitive, social and physical development.
I Can Do Maths						Math skills					Ages: first three years of school (Australia) Purpose: to obtain measure of early numeracy skills. Under development by Australian Council for Educational Research. Similar format to "Who am I?"

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Iowa Tests of Basic Skills, Form M (ITBS) (1996)					-vocabulary -reading -language -Iowa writing assessment -listening assessment	-mathematics	-social studies -science -sources of information				Ages: kindergarten to grade 9 Purpose: comprehensive assessment of student progress in the basic skills; identifies individual student's strengths and weaknesses and evaluates effectiveness of instructional programs. Administration: group, examiner Paper/pencil, multiple choice
Kaufman Survey of Early Academic and Language Skills (K-SEALS) (1993)					-literacy articulation -expressive and receptive vocabulary	Numeracy				15-25 minutes	Ages: 3 to 6:11 years Purpose: measures language skills, pre-academic skills, and articulation. Administration: individual, examiner Enhanced version of cognitive language profile in AGS Early Screening Profiles.
Kohn Problem Checklist (KPC)/ Kohn Social Competence Scale (KSC) – Research Edition (1979-1988)	Direct Observation			Social competence: cooperative-compliant vs. angry-defiant and interest-participation vs. apathetic withdrawn Behaviour problems						5-10 minutes	Ages: 3 to 6 years Purpose: assesses presence or absence of behaviour problems and social-emotional functioning of young children through the systematic observation of classroom behaviour. Administration: individual; examiner (1 or 2 teachers) Must register to use scale.

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Lollipop Test: A Diagnostic Screening Test of School Readiness (1992)	Direct Assessment				-Picture description, -position and spatial recognition -identification of letters and writing	-identification of numbers and counting -identification of colours, shapes, copying shapes					Ages: prekindergarten to grade 1 Purpose: evaluates school readiness of preschoolers, kindergartners and first graders; used to plan individualized programs. Administration: can be group; examiner (can be layperson, not a lot of training required).
McCarthy Scales of Children's Abilities (1972)	Direct Assessment	Motor coordination scale -fine motor skills -gross motor skills			Verbal ability scale (expression and conceptualization)	Perceptual performance scale (non-verbal conceptualization and reasoning) Quantitative scale (numerical aptitude short-term memory scale)				45-60 minutes	Ages: 2:6 to 8:6 years Purpose: assesses intellectual and motor development; identifies children with a cognitive or motor delay, aids in planning interventions. Administration: individual; trained professional Items involve puzzles, toy like materials and game like tasks.
Metropolitan Readiness Tests: Sixth Edition (MRT6) (1995)	Child Complete				-visual discrimination -beginning consonants -sound-letter correspondence -story comprehension	-quantitative concepts and reasoning				Level 1 (pre-kindergarten –early kindergarten): 85 minutes Level 2 (late kindergarten – grade 1): 100 minutes	Ages: 4 to 7 years (pre kindergarten to grade 1) Purpose: assesses skills important for early school learning (for learning, reading, and mathematics and developing language); used to identify needs of individual children. Administration: individual; examiner (teacher) -administered in 4 sessions -paper/pencil test

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Mullen Scales of Early Learning: AGS Edition (1995)	Direct Assessment	-fine motor scale			-receptive language scale -expressive language scale	-visual reception scale				40-60 minutes	Ages: 0 to 68 months. Purpose: assesses learning styles, cognitive strengths and weaknesses; used to develop individualized program plans. Administration: individual, examiner Comprehensive scale of cognitive functioning in multiple domains. Items are performance based, involving the child in a variety of activities.
Peabody Individual Achievement Test-Revised (PIAT-R) (1989)	Direct Assessment				-general information and reading recognition -reading comprehension -spelling and written expression	-mathematics				60 minutes	Ages: kindergarten to grade 12 Purpose: screens academic achievement Administration: individual; examiner. Uses an easel as for PPVT US National Longitudinal Survey of Youth uses PIAT math, reading recognition and reading comprehension tests.
Peabody Picture Vocabulary Test- Revised (PPVT-R)	Direct Assessment				Receptive vocabulary					5-15 minutes	Ages: 2:6 to 85+ years Purpose: assesses receptive vocabulary Administration: individual; examiner Part of NLSCY for 4 to 6 year olds. Administered in the home.

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Pediatric Examination of Educational Readiness	Direct Assessment	Gross and fine motor skills Visual motor skills		Social skills -behaviour	Speech and language skills						Ages: preschool Purpose: screening tool which assesses development, behaviour and health. Administration: individual, physician
Preschool Development Inventory (PDI) (1984-1988) (formerly Minnesota Preschool Inventory)	Parent Report									15 minutes	Ages: 3 to 6 years Purpose: a brief screening inventory that helps identify children with developmental and other problems which may interfere with the child's ability to learn. 3 ratings: child description, special problems or handicaps, parent's questions or concerns.
Primary Test of Cognitive Skills (PTCS) (1990)	Child Complete				-verbal subtest	-spatial subtest -memory subtest -concepts subtest				120 minutes (30 minutes per subtest).	Ages: kindergarten, grade 1 Purpose: assesses intellectual functioning; used by teachers to identify students who may be gifted, have learning disabilities or "unique" developmental delays. Cognitive skills index
Reading Progress Tests	Child Complete				Early literacy concepts -reading -spelling					20 minutes (Baseline test)	Ages: 5 to 11 years Purpose: British tests validated and normed in 1996 to assess reading skills. Include the Literacy Baseline Test, a measure of pre-reading skills for 5- to 7-year-olds and Progress Test 1 to 6. Administration: individual or group

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Social Skills Rating System (SSRS) (1990)	Child Complete (from grade 3) Parent report Teacher report			Social skills -cooperation -assertion -responsibility -empathy -self-control		Academic Competence				15-25 minutes	Ages: preschool (age 3) to grade 12 Purpose: measures social competence and adaptive behaviour; assists professionals in screening and classifying children suspected of having significant social behaviour problems; aids in development of appropriate interventions.
Stanford Early Achievement Test (SEAT) (1996)	Child Complete				-reading -listening to words and stories	-mathematics	- environment			105 minutes (basic) to Test 1 170 minutes complete Test 2	Ages: Test 1 – K:0 – K:5 Test 2 – K:5 – K:5 Purpose: measures student achievement Administration: teacher Multiple choice and open-ended assessments
Test of Early Mathematical Abilities (TEMA-2) (1990)						Mathematics				20-30 minutes	Ages: 3 to 8:11 years Purpose: assesses mathematical ability.
Test of Early Reading Abilities (TERA-2) (1981, 1989)	Child complete				-contextual meaning -alphabet knowledge -conventions of written language					15-30 minutes	Ages: 3 to 9:11 years Purpose: assesses reading ability; used to identify problems; document progress; conduct research; suggest instructional practices. Administration: individual; examiner must be competent in administration of educational, psychological and language tests Paper/pencil test

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Vineland Adaptive Behaviour Scales (VABS) (1984, 1985)	Parent, care-giver report Teacher Report	Motor skills (fine and gross motor)		-daily living skills -socialization	-communication					60-90 minutes (expanded form), 20-60 minutes (survey form), 20 minutes (classroom edition).	Ages: 0 to 18:1 years (and low-functioning adults) Purpose: assesses personal and social adaptability; assesses individuals with mental retardation or those having difficulty performing in test situations. Administration: parent/ caregiver interviews, teacher questionnaires
Vineland Screener	Parent, care-giver report Teacher report	Motor skills		-daily living skills -socialization	-communication					15-20 minutes	Ages: 0 to 18:11 years Purpose: shorter research version of the VABS.
Wechsler Preschool and Primary Scales of Intelligence – Revised (WPPSI-R) (1989)	Direct Assessment and Child Complete				-verbal -non-verbal	-intellectual abilities				75 minutes	Ages: 3 to 7:3 years Purpose: measures intellectual abilities (verbal and non-verbal) for diagnostic and placement purposes. Administration: individual, examiner (psychologist) Produces Verbal, Performance and Full Scale IQ's.
Weschler Intelligence Scale for Children-Third Edition (WISC-iii) (1991)						-intellectual ability				50-70 minutes (core) 10-15 minutes (supplemental)	Ages: 6 to 16 years Purpose: assesses intellectual ability Verbal IQ, Performance IQ, Full Scale IQ.

Five-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Who am I?	Direct Assessment				-ability to print -familiarity with with letters -ability to construct a sentence	-number familiarity -ability to draw a person -ability to copy shapes				10-15 minutes	Ages: 3 to 7 years Purpose: designed by Australian Council for Educational Research to obtain a measure of developmental level on entry to school and for older ages to identify developmental delay. Administration: individual; examiner Instrument is quick and easy to administer, at a reasonable cost. Test involves copying geometric shapes, printing numbers, letters, words and sentences.
Woodcock Johnson Psycho-educational Battery – R (WJ-R) (1989)	Direct Assessment and Child Complete				Reading, written language	Mathematics	Knowledge			30-40 minutes (cognitive battery) 50-60 minutes (achievement battery)	Ages: 2 years to adult Purpose: comprehensive assessment of achievement Administration: individual; examiner (psychologist)
Woodcock Johnson-Revised Tests of Cognitive Ability (WJ-R) (1989)	Direct Assessment and Child Complete				Oral language	-Long-term revival -short-term memory -processing speed -auditory processing -visual processing -comprehension/ knowledge -fluid reasoning				5 minutes per sub test (21 tests in complete battery) – 7 are standard, 14 are supplemental	Ages: 2 to 90+ years Purpose: assesses cognitive abilities, aptitudes and oral language. Administration: individual, examiner

Table 4: Potential Measures of Readiness to Learn—Child Development and Learning Outcomes, Seven-Year-Olds

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
Battelle Developmental Inventory (BDI) (1984)	Direct Assessment, Direct Observation, and Parent Report	***Motor*** -muscle control -body coordination -locomotion -fine muscle -perceptual motor		***Adaptive Behaviour*** -attention -eating -dressing -personal responsibility -toileting ***Personal-Social*** -adult interaction -expression of feelings/affect -self-concept -peer interaction -coping -social role	***Communication*** -receptive -expressive	***Cognitive*** -perceptual discrimination -memory -reasoning and academic skills -conceptual development				1-2 hours complete (341 items) 10-30 minute (screener) (96 items)	Ages: 0 to 8 years Purpose: evaluate development, screen and diagnose developmental strengths and weaknesses. Administration: individual, trained professional
Behaviour Problems Index	Parent Report		-anxious/ depressed -immature dependency	-antisocial -headstrong -hyperactive -peer conflict/social withdrawal							Ages: 4+ years (for NLSY) Purpose: measures frequency, range and type of childhood behaviour problems. Used in US National Longitudinal Survey of Youth.
Bender Visual Motor Gestalt Test (1938)	Direct Assessment	-visual-motor integration								5-10 minutes	Ages: 3 to adult Purpose: assesses visual-motor functions; also evaluates perceptual maturity, possible neurological impairment, emotional adjustment. Administration: Geometric shapes copied by child.

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
Berry Developmental Test of Visual-Motor Integration (1964, 1981)	Direct Assessment	Visual-motor integration									Ages: 4 to 13 years. Purpose: perceptual-motor assessment Administration: Geometric shapes copied.
Bruininks-Oseretsky Test of Motor Proficiency (1978)	Direct Assessment	-gross motor composite -fine motor composite -general motor proficiency								45-60 minutes (complete) 15-20 minutes (short form)	Ages: 4:6 to 14:6 years Purpose: assists in assessing motor skills, assessing dysfunction and delays. Administration: individual, trained professional.
California Achievement Tests, Fifth Edition (CAT/2) (1992)	Child Complete				-reading -spelling -language	-mathematics	-science -social studies	-study skills		1 1/2-5 1/4 hours	Ages: kindergarten to grade 12. Purpose: assesses academic achievement in basic skills taught in schools. Administration: group administration, child-completed Paper/pencil assessment; criterion-referenced, multiple choice. Survey version is shorter, used to get norm-referenced information about students.

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
Canadian Achievement Tests, Second Edition (CAT/Z) (1981-1995)	Child Complete				-reading -language -spelling	-mathematics		-study skills			Ages: grade 2:6 to 12:9 Purpose: measures achievement in basic skills Administration: group Norm group and criterion referenced. Cross-linked with Canadian Test of Cognitive Skills. Have a locator test in vocabulary and mathematics. Absence of validity evidence in manual. Should be considered to be "still under construction". Based on Comprehensive Tests of Basic Skills (CTBS).
Canadian Tests of Basic Skills: Primary Battery (CTBS), Levels 5-8, Form 7 (1989)	Child Complete				-listening -vocabulary -word analysis -language -reading	-mathematics		-work study		115-235 minutes depending on level	Ages: K:2 to grade 3:5 (other levels to end of high school) Purpose: assesses abilities in areas indicated. Administration: group administration, child completed Paper/pencil tests. Canadian adaptation of Iowa Tests of Basic Skills.
Canadian Cognitive Abilities Test: Primary Battery (CCAT) (1989)	Child Complete				-verbal skills -non-verbal skills	-quantitative skills					Ages: K:5 to grade 3 Purpose: assesses verbal, nonverbal and quantitative abilities. Administration: group Paper/pencil tests. Multiple choice
Canadian Test of Cognitive Skills (Can TCS)	Child Complete					-sequences memory analogies -verbal reasoning				52 minutes	Ages: grades 2 to 12 Purpose: assesses the academic aptitude important for scholastic success in grades 2 to 12.

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
Checklist of Progress in Reading and Checklist of Progress in Mathematics	Teacher Report				-reading skills	-math skills					Ages: Preschool to year 2 (Australia) Purpose: provides teacher assessment of early reading and mathematic skills to complement standardized tests. Administration: individual or group
Comprehen-sive Behaviour Rating Scale for Children (CBRSC) (1990)	Teacher Report	Motor hyperactivity -Sluggish tempo	Anxiety	Social competence -inattention/ disorganization -oppositional/ conduct disorders	Reading problems	Cognitive deficits -day dreaming					Ages: 6 to 14 years Purpose: a teacher rating scale designed to measure various dimensions of a child's school functioning. Administration: individual
Expressive One-Word Picture Vocabulary Test-Revised (EOWPVT-R) (1990)	Direct Assessment				Expressive vocabulary						Ages: 2 to 11:11 years Purpose: assess expressive language skills. Children name drawings. Administration: individual, examiner. Similar administration to PPVT. Some suggest should be used as screening test for expressive vocabulary.

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
Home Observation for Measurement of the Environment (HOME-SF) (1984)	Parent Report and Direct Observation								-maternal emotional and verbal responsivity -maternal acceptance of child behaviour -materials for learning -organization of the environment -maternal involvement -variety of stimulation		Ages: 0 to 6+ years Purpose: measures quality of the child's home environment. Short form was developed for use in the US National Longitudinal Survey of Youth. HOME predicts later cognitive, social and physical development.
I Can Do Maths						-mathematics					Ages: first three years of school (Australia) Purpose: to obtain measure of early numeracy skills. Under development by Australian Council for Educational Research. Similar format to "Who am I?"
Iowa Tests of Basic Skills, Form M (ITBS) (1996)					-vocabulary -reading -language -Iowa writing assessment -listening assessment	-mathematics	-social studies -science -sources of information				Ages: kindergarten to grade 9 Purpose: comprehensive assessment of student progress in the basic skills; identifies individual student's strengths and weaknesses and evaluates effectiveness of instructional programs. Administration: group, examiner Paper/pencil, multiple choice

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
McCarthy Scales of Children's Abilities (1972)	Direct Assessment	Motor coordination scale -fine motor skills -gross motor skills			Verbal ability scale (expression and conceptualization)	Perceptual performance scale (non-verbal con-ceptualization and reasoning) Quantitative scale (numerical aptitude short-term memory scale)				45-60 minutes	Ages: 2:6 to 8:6 years Purpose: assesses intellectual and motor development; identifies children with a cognitive or motor delay, aids in planning interventions. Administration: individual; trained professional Items involve puzzles, toy-like materials and game-like tasks.
Metropolitan Readiness Tests: Sixth Edition (MRT6) (1995)	Child Complete				-visual discrimination -beginning consonants -sound-letter correspondence -story comprehension	-quantitative concepts and reasoning				Level 1 (prekinder-garten –early kindergarten): 85 minutes Level 2 (late kindergarten – grade 1): 100 minutes	Ages: 4 to 7 years (pre-kindergarten to grade 1) Purpose: assesses skills important for early school learning (for learning reading and mathematics and developing language); used to identify needs of individual children. Administration: individual; examiner (teacher) -administered in 4 sessions -paper/pencil test
Peabody Individual Achievement Test-Revised (PIAT-R) (1989)	Direct Assessment				-general information and reading recognition -Reading comprehension -spelling and written expression	-mathematics				60 minutes	Ages: kindergarten to grade 12 Purpose: screens academic achievement Administration: individual; examiner. Uses an easel, as for PPVT US National Longitudinal Survey of Youth uses PIAT Math, reading recognition and reading comprehension tests

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
Peabody Picture Vocabulary Test- Revised (PPVT-R)	Direct Assessment				Receptive vocabulary					5-15 minutes	Ages: 2:6 to 85+ years Purpose: assesses receptive vocabulary Administration: individual; examiner Part of NLSCY for 4 to 6 year-olds, administered in the home.
Reading Progress Tests	Child Complete				Early literacy concepts -reading -spelling					20 minutes (Baseline test)	Ages: 5 to 11 years. Purpose: British tests validated and normed in 1996 to assess reading skills. Include the Literacy Baseline Test, a measure of pre-reading skills for 5 to 7 year-olds and Progress Test 1 to 6. Administration: individual or group
Social Skills Rating System (SSRS) (1990)	Child Complete (from grade 3) Parent Report Teacher Report			Social skills -cooperation -assertion -responsibility -empathy -self-control		Academic competence				15-25 minutes	Ages: preschool (age 3) to grade 12 Purpose: measures social competence and adaptive behaviour; assists professionals in screening and classifying children suspected of having significant social behaviour problems; aids in development of appropriate interventions.
Test of Early Mathematical Abilities (TEMA-2) (1990)						Mathematics				20-30 minutes	Ages: 3 to 8:11 years Purpose: assesses mathematical ability.

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
Test of Early Reading Abilities (TERA-2) (1981, 1989)	Child Complete				-contextual meaning -alphabet knowledge -conventions of written language					15-30 minutes	Ages: 3 to 9:11 years Purpose: assesses reading ability; used to identify problems; document progress; conduct research; suggest instructional practices. Administration: individual; examiner must be competent in administration of educational, psychological and language tests. Paper/pencil test
Vineland Adaptive Behaviour Scales (VABS) (1984, 1985)	Parent, Caregiver Report Teacher Report	Motor skills (fine and gross motor)		-daily living skills -socialization	-communication					60-90 minutes (expanded form), 20-60 minutes (survey form), 20 minutes (classroom edition).	Ages: 0 to 18:1 years (and low-functioning adults). Purpose: assesses personal and social adaptability; assesses individuals with mental retardation or those having difficulty performing in test situations. Administration: parent/caregiver interviews, teacher questionnaires
Vineland Screener	Parent, Caregiver Report Teacher Report	Motor skills		-daily living skills -socialization	-communication					15-20 minutes	Ages: 0 to 18:11 years Purpose: shorter research version of the VABS.
Wechsler Preschool and Primary Scales of Intelligence – Revised (WPPSI-R) (1989)	Direct Assessment and Child Complete				-verbal -non-verbal	-intellectual abilities				75 minutes	Ages: 3 to 7:3 years Purpose: measures intellectual abilities (verbal and non-verbal) for diagnostic and placement purposes. Administration: individual, examiner (psychologist) Produces verbal, performance and full scale IQ's.

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
Wechsler Intelligence Scale for Children-Third Edition (WISC-iii) (1991)	Child Complete					-intellectual abilities				50-70 minutes (core) 10-15 minutes (supplemental)	Ages: 6 to 16 years Purpose: assesses intellectual ability Verbal IQ, Performance IQ, Full Scale IQ
Who am I?	Direct Assessment				-ability to print -familiarity with letters -ability to construct a sentence	-number familiarity -ability to draw a person -ability to copy shapes				10-15 minutes	Ages: 3 to 7 years Purpose: designed by Australian Council for Educational Research to obtain a measure of developmental level on entry to school and for older ages to identify developmental delay. Administration: individual, examiner Instrument is quick and easy to administer, at a reasonable cost. Test involves copying geometric shapes, printing numbers, letters, words and sentences.
Woodcock Johnson Psycho-educational Battery – R (WJ-R) (1989)	Direct Assessment and Child Complete				Reading written language	Mathematics	Knowledge			30-40 minutes (cognitive battery) 50-60 minutes (achievement battery)	Ages: 2 years to adult Purpose: comprehensive assessment of achievement Administration: individual, examiner (psychologist)

Seven-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Compete	Comments
Woodcock Johnson-Revised Tests of Cognitive Ability (WJ-R) (1989)	Direct Assessment and Child Complete				Oral language	-long-term revival -short-term memory -processing speed -auditory processing -visual processing -comprehension/ knowledge -fluid reasoning				5 minutes per sub test (21 tests in complete battery) – 7 are standard, 14 are supplemental	Ages: 2 to 90+ years Purpose: assesses cognitive abilities, aptitudes and oral language. Administration: individual, examiner

Table 5: Potential Measures of Readiness to Learn—Child Development and Learning Outcomes, Nine-Year-Olds

Nine-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Behaviour Problems Index	Parent Report		-anxious/ depressed -immature dependency	-antisocial -headstrong -hyperactive -peer conflict/social withdrawal							Ages: 4+ years (for NLSY) Purpose: measures frequency, range and type of childhood behaviour problems. Used in US National Longitudinal Survey of Youth.
Bender Visual Motor Gestalt Test (1938)	Direct Assessment	-visual-motor integration								5-10 minutes	Ages: 3 to adult Purpose: assesses visual-motor functions; also evaluates perceptual maturity, possible neurological impairment, emotional adjustment. Administration: Geometric shapes copied by child.
Bruininks-Oseretsky Test of Motor Proficiency (1978)	Direct Assessment	-gross motor composite -fine motor composite -general motor proficiency								45-60 minutes (complete) 15-20 minutes (short form)	Ages: 4:6 to 14:6 years Purpose: assists in assessing motor skills, assessing dysfunction and delays. Administration: individual, trained professional
California Achievement Tests, Fifth Edition (CAT/5) (1992)	Child Complete				-reading -spelling -language	-mathematics	-science -social studies	-study skills		1.5 to 5.25 hours	Ages: kindergarten to grade 12 Purpose: assesses academic achievement in basic skills taught in schools. Administration: group administration, child completed Paper/pencil assessment; criterion-referenced, multiple choice. Survey version is shorter, used to get norm-referenced information about students.

Nine-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Canadian Achievement Tests, Second Edition (CAT/2) (1981-1995)	Child Complete				-reading -language -spelling	-mathematics		-study skills			Ages: grade 2:6 to 12:9 Purpose: measures achievement in basic skills Administration: group Norm group and criterion – referenced. Cross-linked with Canadian Test of Cognitive Skills. Have a locator test in vocabulary and mathematics. Absence of validity evidence in manual. Should be considered to be "still under construction". Based on Comprehensive Tests of Basic Skills (CTBS).
Canadian Tests of Basic Skills: Primary Battery (CTBS), Levels 5-8, Form 7 (1989)	Child Complete				-listening -vocabulary -word analysis -language -reading	-mathematics		-work study		115-235 minutes depending on level	Ages: K:2 to grade 3.5 (other levels to end of high school) Purpose: assesses abilities in areas indicated. Administration: group administration, child completed Paper/pencil tests. Canadian adaptation of Iowa Tests of Basic Skills.
Canadian Cognitive Abilities Test: Primary Battery (CCAT) (1989)	Child Complete				-verbal skills -non-verbal skills	-quantitative skills					Ages: K:5 to grade 3 Purpose: assesses verbal, nonverbal and quantitative abilities Administration: group Paper/pencil tests, multiple choice
Canadian Test of Cognitive Skills (Can TCS)	Child Complete					-sequences memory analogies -verbal reasoning				52 minutes	Ages: grades 2 to 12 Purpose: assesses the academic aptitude important for scholastic success in grade 2 to 12.

Nine-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Comprehensive Behaviour Rating Scale for Children (CBRSC) (1990)	Teacher Report	-Motor hyperactivity -Sluggish tempo	Anxiety	Social competence -inattention/ disorganization -oppositional/ conduct disorders	Reading problems	Cognitive deficits -daydreaming					Ages: 6 to 14 years Purpose: a teacher rating scale designed to measure various dimensions of a child's school functioning. Administration: individual
Expressive One-Word Picture Vocabulary Test-Revised (EOWPVT-R) (1990)	Direct Assessment				Expressive vocabulary						Ages: 2 to 11:11 years Purpose: assess expressive language skills. Children name drawings. Administration: individual, examiner. Similar administration to PPVT.
Home Observation for Measurement of the Environment (HOME-SF) (1984)	Parent Report and Direct Observation							-maternal emotional and verbal responsivity -maternal acceptance of child behaviour -materials for learning -organization of the environment -maternal involvement -variety of stimulation			Ages: 0 to 6+ years Purpose: measures quality of the child's home environment. Short form was developed for use in the US National Longitudinal Survey of Youth. HOME predicts later cognitive, social and physical development.

Nine-Year-Olds

Title	Type	Physical Health and Motor Development	Emotional Health	Social Knowledge and Competence	Language Skills	Cognitive Development	General Knowledge	Learning Processes	Life Experiences	Time to Complete	Comments
Iowa Tests of Basic Skills, Form M (ITBS) (1996)					-vocabulary -reading -language -Iowa writing assessment -listening assessment	-mathematics	-social studies -science -sources of information				Ages: kindergarten to grade 9 Purpose: comprehensive assessment of student progress in the basic skills; identifies individual student's strengths and weaknesses and evaluates effectiveness of instructional programs. Administration: group, examiner Paper/pencil, multiple choice
Metropolitan Readiness Tests: Sixth Edition (MRT6) (1995)	Child Complete				-visual discrimination -beginning consonants -sound-letter correspondence -story comprehension	-quantitative concepts and reasoning				Level 1 (pre-kindergarten – early kinder-garten): 85 minutes Level 2 (late kindergarten – grade 1): 100 minutes	Ages: 4 to 7 years (pre kindergarten to grade 1) Purpose: assesses skills important for early school learning (for learning reading and mathematics and developing language); used to identify needs of individual children. Administration: individual, examiner (teacher) -administered in 4 sessions -paper/pencil test
Peabody Individual Achievement Test-Revised (PIAT-R) (1989)	Direct Assessment				-general information and reading recognition -reading comprehension -spelling and written expression	-mathematics				60 minutes	Ages: kindergarten to grade 12 Purpose: screens academic achievement. Administration: individual; examiner. Uses an easel as for PPVT US National Longitudinal Survey of Youth uses PIAT Math, reading recognition and reading comprehension tests.
Peabody Picture Vocabulary Test-Revised (PPVT-R)	Direct Assessment				Receptive vocabulary					5-15 minutes	Ages: 2:6 to 85+ years Purpose: assesses receptive vocabulary. Administration: individual, examiner Part of NLSCY for 4 to 6 year-olds; administered in the home.

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